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ABSTRACT

Described is the third year of a Paterson, New Jersey, urban early childhood education project for disadvantaged children; and summarized are achievement data on entering third level (grade) children in 10 performance areas. Noted are revision and reordering of performance objectives, development of summary sheets for recording each child's skills, and record keeping procedures. Given is descriptive information about the third level children which includes mean family income ($6,300), parent occupations, family size, and mean IQ score gain from pre-kindergarten through the second level (from 86.1 to 89.5). Provided is data on the mean achievement of entering third level children on performance objectives in the following areas: listening, naming, observing, speaking, perceptual motor skills, writing, classification, mathematics, decoding, and seriation. (DB)

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DALE AVENUE SCHOOL

PATERSON, NEW JERSEY

A TITLE III E.S.E.A. PROJECT
PATERSON BOARD OF EDUCATION

RESEARCH BULLETIN VOLUME III NO. 1

December, 1972

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THE THIRD YEAR OF THE DALE AVENUE URBAN EARLY CHILDHOOD EDUCATION PROJECT 1972 - 1973

PERFORMANCE OBJECTIVES

In May of 1972 the Dale Avenue teachers suggested several additions, deletions and changes in the order of the Performance Objectives. The results of empirical testing at Dale Avenue determined the need for such changes. The Pre-Kindergarten - Kindergarten and First through Third Level Performance Objectives were revised, according to the results of the testing and teacher suggestions, in June and July of 1972. They were also combined into one sequential listing of objectives rather than one for Pre-Kindergarten - Kindergarten and another for First through Third Level. The reference to grade levels was eliminated since each child's own rate of learning and developmental level were to be considered the important elements. The revised objectives to be used in 1972-1973 were entitled "Pre-Primary-Primary Performance Objectives".

SUMMARY SHEETS

Summary sheets for recording each child's skills on the Performance Objectives were developed at the end of the second year of the project. The form shown in Table I indicates the highest numbered item the child has completed in Listening, Naming, Speaking, Observation, Writing and Motor Skills, Perceptual Motor Skills, Math, Decoding/Encoding,

Classification and Seriation. In the area labeled Comments the child's unmastered skills, that came before the highest number attained, are listed as well as teacher comments.

By June of 1972 summary sheets had been completed for each child in Kindergarten through Third Level at Dale Avenue School.

Since 1972-1973 had been designated for in-depth testing in levels one through three, a Title III staff member was assigned to each grade level. The first order of business was to correct the summary sheets that had been completed at the end of the 1971-1972 school year. Since the Performance Objectives had been revised, the numbers on the summary sheets no longer corresponded with the new Performance Objective numbers. Once the corrections were made, the Title III staff members began a pre-testing program with the assistance of the teachers. Each child was tested individually. The Title III staff member tested the highest numbered item in each category and then went back two numbers. If a child gave an incorrect response, the tester went back to a basal of two correct responses. For example: The summary sheet indicated that a child had mastered up to L-24 in Listening, which is "After thirty second pause can repeat in exact sequence four digits that have been given at the rate of two per second." The tester tested the child on this performance objective. If the child could do this the tester then tested the child on L-23. If the child could also do this then the pre-test on Listening had been completed and the tester then continued

in the same fashion with Naming, Observing, Speaking, Perceptual Motor Skills, Writing and Motor Skills, Classification, Math, Decoding and Seriation. If, however, the child could not do L-24 or L-23, the tester went back to L-22 and L-21 or as far back as needed for the child to correctly perform two listening objectives. It took approximately twenty to thirty minutes to administer each pre-test.

RECORD KEEPING

Roll books for record keeping were handed out to all Kindergarten through Third Level teachers at Dale Avenue early in the school year. (See Table II) Once the pre-testing had been completed, the Title III staff member demonstrated to the teacher how to record this data in her book. The names of the students were listed in the left hand column. The name of the performance area is listed above the graphed area. Under this the performance objective numbers are listed. For Listening, it would be L-1, L-2, L-3, etc. A portion of a sample record keeping page is in Table II. Every objective that the summary sheet and pre-test has indicated the pupil can do is marked in blue ink. Every new objective taught is marked in red.

The record keeping book provides the information necessary for grouping children. The teacher sees at a glance which children are working on the same objectives in any of the performance areas. She sees which child has mastered a skill and can help another child. She sees which objectives she should be teaching or building toward and she can plan her daily lessons accordingly.

TABLE I

Name- Birthdate-
Address- School-

Please indicate highest numbered item in each category that this child has successfully completed.

	L.	N.	SP.	OBS.	WMS.	PMS.	M.	SE.	CL.	DEC.
Pre-K										
Kin.										
Lev.1										
Lev.2										
Lev.3										

List under comments all objectives not mastered that come before highest number attained.

Pre-K Comments Teacher Date

Kin. Comments Teacher Date

Lev.1 Comments Teacher Date

Lev.2 Comments Teacher Date

Lev.3 Comments Teacher Date

TABLE II

BLUE CHECK INDICATES PUPIL KNEW THIS AT PRE-TEST TIME
RED CHECK INDICATES PUPIL LEARNED THIS SINCE PRE-TEST TIME

STUDENTS' NAMES	L-1	L-2	L-3	L-4	L-5	L-6	L-7	L-8	L-9	L-10
1 - Cameron, John	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2 -										
3 -										

CULMINATING ACTIVITY FOR PERFORMANCE OBJECTIVES IN NAMING OCCUPATIONS

DESCRIPTION OF THE THIRD LEVEL CHILDREN

Ninety percent of the children who are now in the Third Level entered Dale Avenue Kindergarten in September, 1969. Since the building was not ready for occupancy until March of 1970 the Pre-Kindergarten and Kindergarten classes were housed until then in The Boys Club in Paterson, New Jersey. Although the Third Level children did not have a Dale Avenue Pre-Kindergarten experience they were all enrolled in two Pre-Kindergarten programs that were the forerunners of Dale Avenue Pre-Kindergarten. Twenty-four of the children had been in an experimental, structured Pre-Kindergarten Program that featured language bombardment at Paterson State College Campus School, while the remainder of the children had been enrolled in a Pre-Kindergarten held in the Baptist Church in Paterson, New Jersey. This program was under the supervision of Miss Harriet Gibbs, who has been Director of the Pre-Kindergarten at Dale Avenue School since its beginning.

The testing data we have on our Third Level children when they were in Pre-Kindergarten comes from a study of the twenty-four campus school children. The mean score for them on the Peabody A when they entered that program was 86.1. This is not too unlike the 88.0 mean score of the children now in second level when they entered Pre-Kindergarten in Dale Avenue in September, 1969.

The children who are now in Third Level were not included in the study during the

first year of the Title III Dale Avenue Urban Early Childhood Education Project. During that time they were in the First Level at Dale Avenue School. The 1970-71 first year of the project developed curriculum and evaluated only the Pre-Kindergarten and Kindergarten at Dale Avenue. It was not until 1971-72, the second year of the project that the Title III staff became involved with the first through third level children in making a needs assessment and developing curriculum. During the 1971-72 school year, at the request of Mr. Wild, who was then principal of the school, the Peabody Picture Vocabulary Test was administered to a random sampling of thirty Second Level children. These scores were compared with their scores upon entering Kindergarten at Dale Avenue School in 1969. Although they had gained a mean of 3.43 I.Q. points, statistical analysis revealed that this gain was not significant.

One tenth of the children who are now in the Third Level at Dale Avenue never had a pre-kindergarten experience. They entered First Level in September of 1969 and remained in their sending school until the Dale Avenue building was ready for occupancy in March, 1970. Six of these children took part in a six week mini-group last year. The determination to return them to the Second Level was made at the end of the six week period. The remaining children in the group who never had pre-kindergarten completed the Third Level year, but because they were functioning at First or Second Level in almost all performance areas, were not sent on to Fourth Grade. All of these

THIRD LEVEL CHEFS IN HOME ECONOMICS CLASS

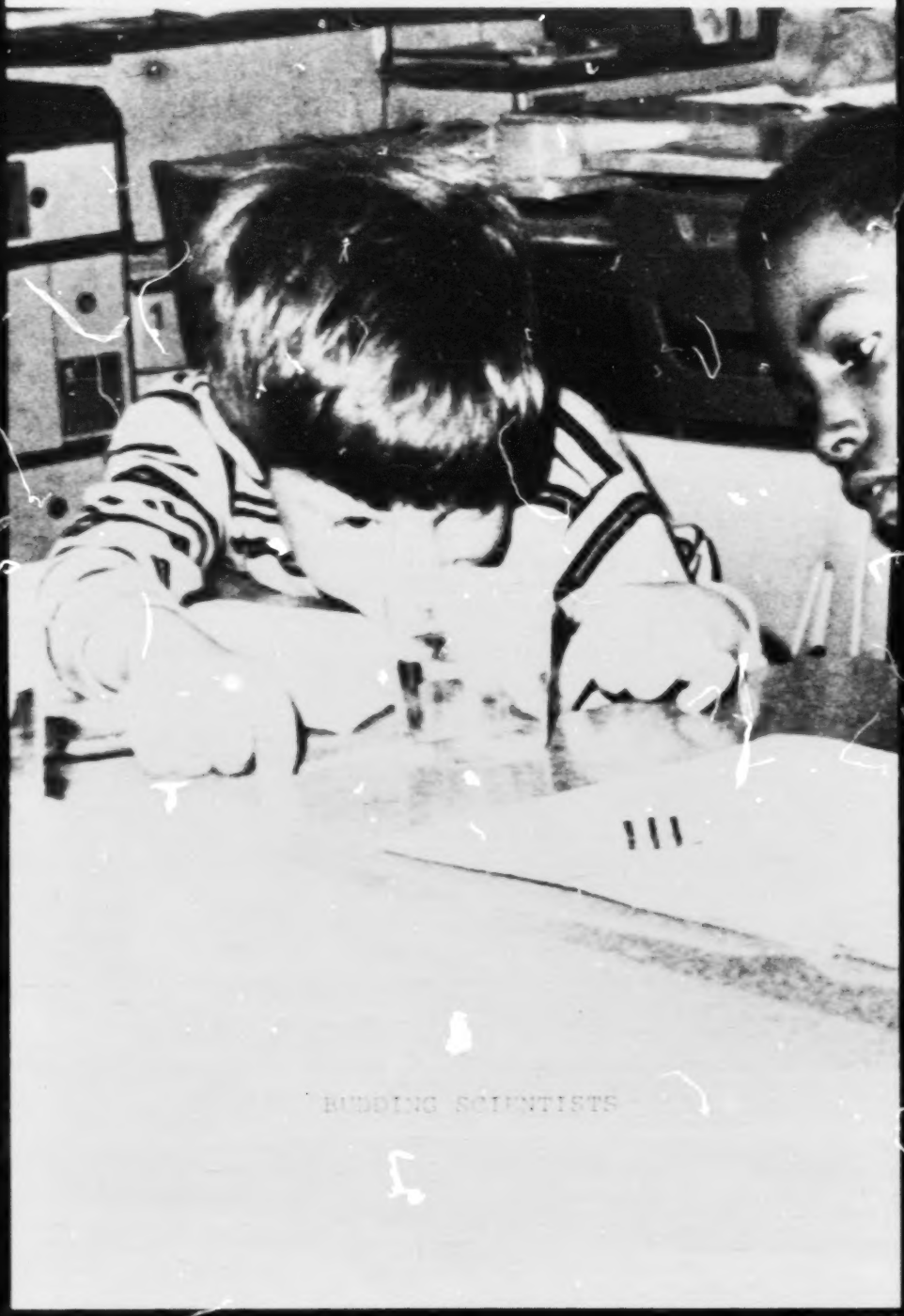
children received or are receiving supplementary help.

Of the ninety-nine pupils in the Third Level, including those who are repeating, fifty-two percent are girls and forty-eight percent are boys. Sixty-seven percent are Black, fourteen percent are White and nineteen percent are Spanish-speaking.

The average income of the parents of the Third Level children at the time the children entered Dale Avenue School was $6,372.00 per year and there were approximately 3.5 children per family.

The fathers' occupations are varied. They include machine operators, mechanics, a packer, factory workers, a spotter for a cleaner, supervisor in a paper plant, bus drivers, a porter, staff assistant at the telephone company, a stationary engineer, painters, a brick mason, presser, truck drivers, a butcher, a chemist, salesmen, a postal clerk, stock man, foremen in factories, a manager of a bar, welder, dye finisher, maintenance man, supervisor in a laundry, a cutter, a cook, a teacher, scaffold worker, an assistant tax assessor, shipping clerk, and a baker.

The mothers' occupations include housewives, a nurse, pantry-workers, teacher aide, parent coordinator, a teacher, assembler, waitress, student, researcher, secretary, key punch operator, domestic worker, nurses aide, laundress, factory worker, crossing guard, food supervisors, housekeepers, stenographers, sewing machine operator, floor girl in a knitting mill and a telephone operator.



BUDDING SCIENTISTS

RESULTS OF THE PRE-TEST ON PERFORMANCE OBJECTIVES FOR THE THIRD LEVEL CHILDREN

Although we are primarily concerned with individual skill growth, grade level skills were recorded.

The pre-testing on the Performance Objectives for Third Level children at Dale Avenue showed the following results:

The pupil average on Listening, which goes up to L-34, was L-31 - When told a scrambled version of a familiar story, can rearrange the story in proper sequence. The standard deviation from this mean was 3.46.

The pupil average on Naming, which goes up to N-42, was N-37 - Names , ? . ! and " " . The standard deviation was 4.31.

The pupil average on Observing, which goes up to O-16, was O-12 - Completes a puzzle of twenty-five pieces. The standard deviation was 1.95.

The pupil average on Speaking, which goes up to Sp-22, was Sp-17 - When told three words, supplies a synonym for each one. The standard deviation was 2.43.

In Perceptual Motor Skills almost all of the children completed all of the twenty-one skills so the pupil average was PMS-21.

The pupil average on Writing and Motor Skills, which goes up to WMS-21 - Produces

uniformity in size of letters when copying letters and words from blackboard to paper. The standard deviation was 2.29.

The pupil average on Classification, which goes up to CL-13, was CL-9 - Sorts sixteen objects into groups according to a way not previously used. The standard deviation was 2.83.

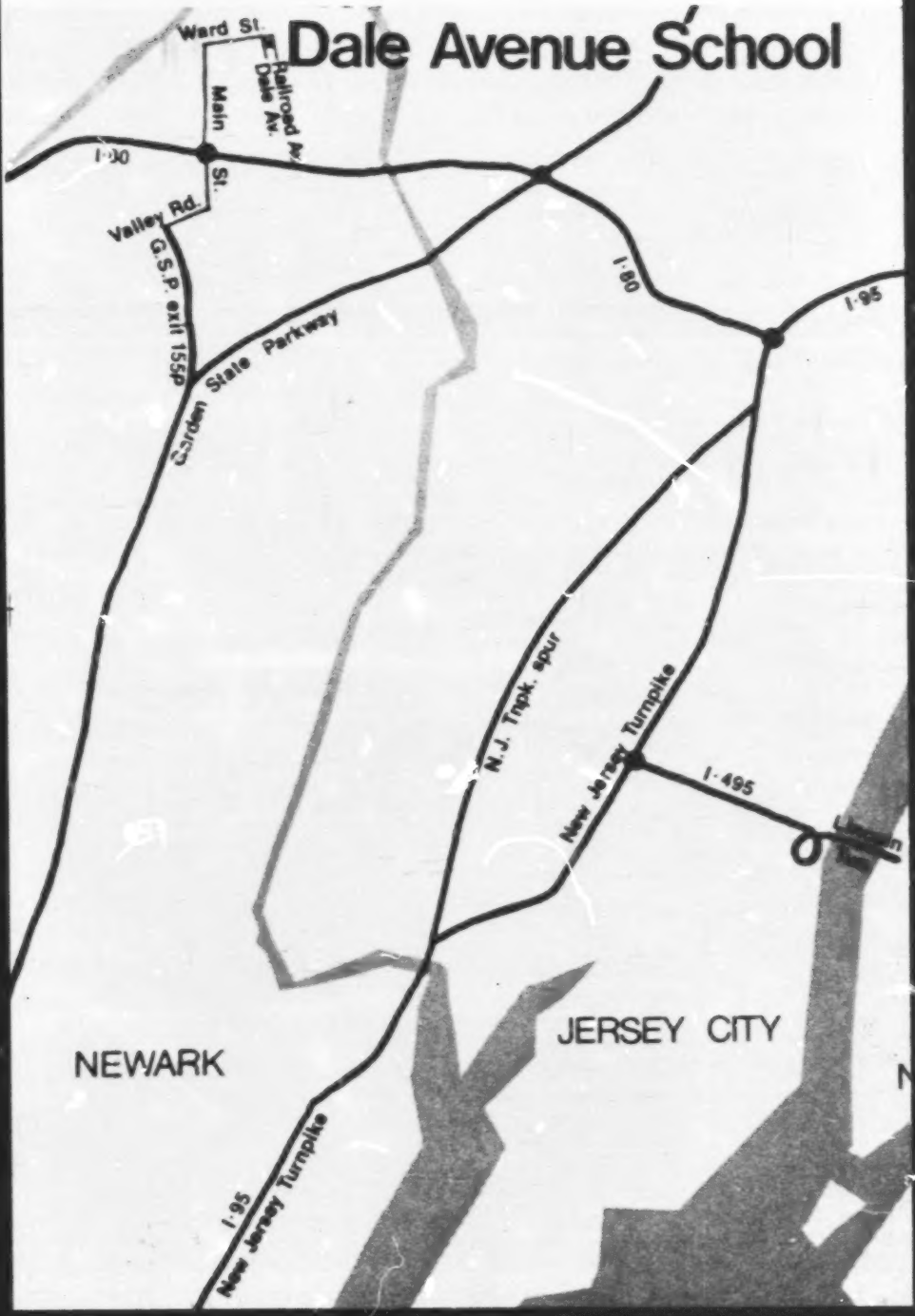
The pupil average on Math, which goes up to M-79, was M-42 - Tells that one foot is twelve inches, one yard is three feet or thirty-six inches. The standard deviation was 9.24.

The pupil average on Decoding, which goes up to Dec-163, was Dec-71 - Develops compound words from two known words. The standard deviation was 36.61.

The pupil average on Seriation, which goes up to S-11, was S-9 - Places in order a set of five geometric shapes increasing in number of sides. The standard deviation was 2.82.

The Third Level children are working at their own level and at their own rate. Children who were considered failures when they were asked to work at third level tasks are succeeding at tasks they can master.

PUPIL TUTOR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